

# UNIVERSITY STUDENTS' JUDGMENT PERCEPTION EXPOSED TO TRAUMATIC STRESS

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## CHAPTER ONE

### FIRST: THE PROBLEM OF RESEARCH

The traumatic Stress led to the suffering of Iraqi human in all their strata and age groups from a great deal of psychological crises , trauma, and violations over decades. Most Iraqi families have been subjected to a number of shocks which did not exist in Iraqi society before, like killings and terrorism, which constituted a factor with on impact and reflected on the individual in the form of traumatic pressure.

Clear distortion and imbalance in their social relations with others, which are gained by negative social reinforcements that push them to adopt isolation and social withdrawal behavior and thus become unable to withstand the psychological pressures they face in their lives (Shamrock, 1997: 330).

The imbalance and distortion in social affect most of his conclusions so that they lack all the picture, to deal with problems or situations of pressure, with the weakness of the awareness of linking new positions in the previous, and become inconsistent, that led to be less adaptable to the surrounding environment, and with the pressures of different life. An individual who has not have a negative judgment is more adaptive to himself and others, has a certain level of dealing with difficult situations, and able to evaluate feelings with himself and others positively (Rychman, 1999: 93)

The research problem depends on the fact that the two researchers are aware that our contemporary life is full of bad events that have affected the various segments of society, with university students, and have brought them into social and cognitive challenges.

So their response to the surrounding variables become more than other categories, which may reflect negatively on their academic performance this is what Nicole (2017) points out that societal stress on various cognitive and general judgments, and university doctor in particular, may be confusing and distracting him . (Nicole, 2017: 199)

We can summarize the problem of research through this question:

- What is the level of university students' judgment perception exposed to shock pressure?

### Second: Importance and need of research

Students today is the people who expected to give the most for their country, and to provide everything that can for the prosperity of paper and can not be achieved not only by taking all the social roles entrusted to them well. The student in this period of his life will be subjected to many changes and pressures different, he must have a strong personality and his own consciousness becomes more productive (Jibril, 1993: 13).

" university students are exposed to the stressful situations and various difficulties to psychological, developmental, personal and social changes, resulting in many behavioral and psychological problems" (Abboud, 2016: 57).

Cooley (1964) suggested that "most aspects of positive behavior in different social attitudes mean what the individual appears to in the eyes of others and then we imagine the judgment of others over us, (Halas, 2016) : 241) .

The judgment perception is the result to feeling has moral dimensions that include the value of self, of others, and moral values that enable to make judgment

and make an objective decision that is not influenced by reason. Students' decisions are rational (Peak et al., 2005: 150).

Curtis (2011) suggested that people with high judgment perception were able to overcome their traumatic stress higher than their peers, depending on the spatial position, time period amount of experience and personality traits (Curtis, 2011: 56).

Jabir and Abdul-Amir, 2018 viewed " when a university student is aware of what is in himself and what surrounds him in his environment, enable him to understand and interpret reality and identify social attitudes to reach a comprehensive view that facilitates the process of governance of the situations ". When some beliefs are illogical, unconscious, and questionable, rationality here is absent in most decisions, and the cognitive judgment of this student becomes confused (Jabir and Abd al-Amir, 2018: 68).

Abikshi (2008), said that judgment perception can not be transcended because it is related to the human mind, but realizes reality according to the cognitive structure of that student and his interpretation of the situation.

Causing distortion of sensory perception or the creation of inaccurate opinions and unreasonable and irrational interpretations (Epicchi, 2008: 7).

Judgment perception also depends on the reactions of student to the situation and how he perceives reality, man can make judgments without prior warning of the underlying motives. (Exline, 1998: 97) A defeculties process of understanding, knowledge, and assimilation of information. Any imbalance between these processes will lead to clear retaliation, including inaccurate decisions, distorting sensory perceptions, and making illogical and realistic interpretations (Kassiu, 2001: 269). Faramawi (2009) usually convinces the student that his or her ruling on an event is correct and not a wrong one . And not to admit error as a means to reach self-compliance (Faramawi, 2009: 45).

Cognitive theory holds that distorted judgment perception is not a pattern of deviation in decision-making that leads to distortion of objectivity, inaccurate judgment or illogical interpretation. It generally affects decision-making and sometimes leads to the cancellation of the right idea that serves as the first and last judgment on things (vetlesen, 1994: 97).

The importance of the study stems from the importance of university students. The present study is aimed at identifying the level of cognitive judgment

among university students exposed to traumatic pressure.

The importance of the current study is deal with the possibility of benefiting from both the theoretical and practical aspects.

1 - The importance of theory: the variables of study seeks to test the validity of paragraphs of the research scale within a sample of university students, as this study - within the science of the researcher - is the first at the Arab level, which tried to search in the field of governance Cognitive and measurement.

2 - Practical importance: This study will provide specialists and workers in the field of mental health and psychological guidance of the tools codified at the level of the Arab, and can benefit from the tool of the current study and the form of cognitive governance, which indicated many literature on the impact on health Psychological development of the individual. It also expected to open new horizons for researchers and specialists in the field of education and psychology in general to carry out future studies and research in this area.

### **Third :Methodology**

The current research aims at identifying the level of cognitive judgment of university students exposed to traumatic stress.

#### Limits: -

The study is limited to the study of the cognitive judgment of those exposed to traumatic stressors from Baghdad University students, for morning studies of the two types (male - female) and of both the (scientific - human) and the academic year (2018-2019).

#### Terminology:

Judgment-Perception

defined by: -

A - (Myers, 1993): -

Is the attitudes and perceptions of the person towards the outside world around him (Myers, 1993, 4).

(Waller, 2006): -

The way or means by which people prefer to direct their lives through them in an orderly and judgment-based way or automatically and in a way that makes sense. (Waller, 2006: 122)

The two researchers drew from the cognitive view and from the theoretical frameworks of the concept a theoretical definition of cognitive governance and

means: - The person's orientation towards the outside world surrounding him through a set of ideas and feelings that help him to evaluate a situation he may face .

The two researchers has adopted the view of knowledge as a theoretical definition.

The procedural definition the total degree attained by the university student on the cognitive judgment scale prepared by the two researchers

2 - Traumatic Stress defined by: -

Ehlers & bryant, 2000:

A set of influences and changes to perceptions that occur after the traumatic event in particular develops and sustains post-traumatic stress disorder as these perceptions assess the traumatic event and its negative impact, (Ehlers & bryant) , 2000: 319).

Foa et al., 2013):

Changes experienced by people after trauma in several ideas and assumptions about the self (worth, strength, respect, and efficiency), the world (hate, meaning) and the interaction between self and others (affection, safety, trust). (Foa et al., 2013: 303).

The two researchers adopted the definition of Foa et al (2013) as a theoretical definition of shock pressure

The procedural definition is the total score obtained by the university student on the shock pressure scale of Foa et al (2013).

## CHAPTER TWO: THEORETICAL BACKGROUND AND PREVIOUS STUDIES

The concept of cognitive governance occupies a large space according to the theorists of cognitive theory, and although their views differ from their composition in the person, they agree on an important point: cognitive judgment is a complex multidimensional concept connected to each other in a way that does not involve separation Staudinger, 2011: 238).

Emmons (2003) suggested that cognitive judgment is related to the perceptions of the person, knowledge of the report, and requires exceptional understanding procedural and contemplative judgments, in which the person becomes more able of looking at the problems more accurately, and thinks better. When a person wants to think wisely, and identify the problems facing and design a plan to solve them, until a final solution is reached and a decision is made by maintaining the goal directed towards the problem (Emmons, 2003: 12).

Arne Johan Vetlesen (1994: Arne Johan Vetlesen), who is one of the theorists of cognitive theory said when the judgments are free of emotions and emotions lead to weak cognitive processes and thus low level of cognitive judgment, and added that people with low cognitive judgment have poor coping with problems and inability to make decisions (Vetlesen, 1994: 55).

Judgment perception asks the person to look more closely at the components of the situation, because it involves the ability to use both knowledge and learning from the experience of others to achieve its goals of judgment on the things and events that surround.

Paek (2005), suggested many studies have shown the importance of cognitive judgment in the face of traumatic stress. The person's perception of the message's impact during traumatic situations will lead him to make decisions under varying degrees of uncertainty, when there is a lack of information in general, it leads to negative self-perceptions and makes the forms of governance unrealistic because they influence judgment and respond to the situation by making wrong decisions (Paek, 2005: 155).

Kitchener and King (1981) stress that an person's traumatic stress arises from a psychological source because the organism perceives the stimulus it is experiencing, which gives meaning to the sensations that its nervous system receives. Judgment is part of individuals' personal and cognitive lives because it is the foundation of decision-making

Some decisions made by the individual are as complex and complex as choosing a study, and some simple decisions such as clothing and food. It is logical that decisions about important matters take longer than Thinking simple or superficial (Kitchener & King, 1981: 114).

## CHAPTER THREE: METHODOLOGY

**First: Introduction:** The two researchers used descriptive research in this study because its suit to the aim of this study specially in educational and psychological research (Melhem,2000;370) .

**Second :Population :** population of this study consist of (47273) students from Baghdad university divided into (24) colleges from the scientific and human studies (12)for scientific that consist (19980) students and (12)

colleges for human studies that consist (272993) students divided into (18108 males and 29165 females) .

**Third : Sample :** To chose the sample of this study , the two researchers used random sampling from many colleges for (800) students and appled the measure to

know the students who faced traumatic stress to use them as sample . After used measurement find that (502) students suffer from traumatic stress among (327) students from human colleges and (175) students from scientific colleges see Table(1) :

colleges	sex				total	%
	male	%	female	%		
literature	62	47%	69	53%	131	26%
Ibn Rushud	54	45%	67	55%	121	24%
languages	30	40%	45	60%	75	15%
Scientific	35	54%	30	46%	65	13%
Ibn Al-haitham	39	60%	26	40%	65	13%
Kuarizme	23	51%	22	49%	45	9%
Total	243	49%	259	51%	502	100%

**Fourth: Instruments :** To ensure from the aims of this study should design instruments to measure cognitive judgment , and because there is no instruments , the two researchers adapted one from (Foa,2013) to measure (PDS) and build one for judgment perception by :

- 1- Planning and specify the articles
- 2- Collect and instruct article for each area
- 3- Expose to jury members
- 4- Apply the articles on sample
- 5- Data analysis for articles (Allen and Yen , 1979;171)

Diagnostic tool (PDS) (Foa, 2013)

The two researchers adopted the Foa (2013) standard to diagnose post-traumatic stress disorder among university students. 5 points in terms of severity ranging from 0 to 4. Where (0) represents a shock that is not severe, ie did not reach post-traumatic stress disorder, and (4) represents the severity of the shock , ie post traumatic stress disorder, and cut points (46). Individuals who score higher than 46 have Post-traumatic Stress Disorder (PTSD) scores of less than (46) Exposure to PTSD is the specific criterion (Foa et al., 2013) for diagnosis.

Measuring cognitive judgment:

Constructing a measure of cognitive judgment, the two researchers defined their tool and concept and referring to the cognitive theory adopted in this study (The orientations of the individual to outside world

surrounding them through ideas and feelings that make student evaluate a situation may faced or exposed the student in life and the understanding of the stimuli surrounding him and works to increase his knowledge of things and concepts)

the two researcher followed the following steps:

1- Drawing scale:

The two researchers formulated a set of measure cognitive judgment in the concept of cognitive judgment through which the two researchers adopted a theoretical definition of it. And 20 clauses were formulated expressing this concept

2 - The honesty of the virtual scale: -

Each paragraph was presented with three alternatives. The two researchers presented their paragraphs as a group of psychologists who obtained all the paragraphs and instructions of the standard and corrected it by 100% .

3-sample instruction clarity :

This application was implemented to identify the clarity of the standard's instructions and its variants, its substitutions as well as the detection of the ambiguous and indistinct paragraphs of the sample, and try to modify them, and calculate the time taken to answer the scale. To achieve this goal, the researcher applied the scale to a sample consisting of 40 and the time taken was approximately 25 minutes.

4- Scale Correction:

The paragraph on the cognitive judgment is the paragraph expressing the positive direction given the high degree of the pronoun of the cognitive judgment at correction (2), the degree (1) , And finally the paragraph to the non is the paragraph expressing the negative direction which was given a low degree at the correction (0).

The discriminant force was calculated in the Contrasted Group Method. The two researchers applied the scale to a sample of 400 university students. And found (27%) of the highest-scoring forms, with 108 students. The lowest number of students, 108 students, used the T-test for two independent samples (t- test), see Table (2)

5-Transactions of consistency:

A. Calculation of the discriminatory power:

Item	Higher group		Lower group		t- value	Signeficant
	SMA	S.D	SMA	S.D		
1	1,675	0,681	1.185	0.787	4.899	Signeficant
2	1.861	0.347	1.166	0.755	8.683	=
3	1.611	0.577	1.064	0.764	5.926	=
4	1.842	0.456	1.379	0.793	5.253	=
5	1.713	0.530	1.074	0.861	6.563	=
6	1.684	0.585	0.935	0.823	7.335	=
7	1.759	0.527	0.972	0.814	8.433	=
8	1.842	0.413	1.037	0.807	9.222	=
9	1.685	0.590	0.888	0.801	8.316	=
10	1.472	0.814	0.824	0.840	5.755	=
11	1.416	0.821	1.018	0.842	3.516	=
12	1.564	0.687	1.074	0.850	3.664	=
13	1.629	0.649	1.000	0.875	6.002	=
14	1.546	0.715	0.925	0.781	6.083	=
15	1.555	0.727	1.018	0.853	4.976	=
16	1.509	0.703	0.944	0.862	5.272	=
17	1.638	0.571	1.175	0.829	4.776	=
18	1.518	0.648	1.074	0.809	4.440	=
19	1.555	0.601	0.944	0.806	6.312	=
20	1.388	0.638	0.944	0.783	4.569	=

B- Relation of the degree total degree of the scale :

This method is one of the most widely used methods for analyzing the paragraphs of the psychological measures, because it is one of the most accurate methods used to calculate the internal consistency of the scales. The two researchers used the

Pearson correlation coefficient to calculate the correlation between the scores of the sample members on each paragraph of the scale and the total score. Then found table value of (1.96) 0.05) and the degree of freedom (398). See Table (3)

Item	Correlation coefficient	Item	Correlation coefficient
1	0.326	11	0.238
2	0.515	12	0.314
3	0.331	13	0.390
4	0.384	14	0.345
5	0.333	15	0.340
6	0.445	16	0.318
7	0.438	17	0.327
8	0.543	18	0.345
9	0.450	19	0.412
10	0.359	20	0.336

### 3- Stability of the scale:

In order to establish the stability of the measure of cognitive judgment, the researcher relied on two methods:

#### 1. Method of retesting Test-Retest Method

Method of re-testing is the method used to find stability and the stability coefficient calculated in this method is called the stability coefficient (Moses, 1990: 146). And Between the degrees of the first and second applications is called the coefficient of stability (Ebel, 1972: 125).

The two researcher applied the scale to the sample of stability which consisted of (40) students from Baghdad University subjected to shock pressure randomly selected. After two weeks of the first application, the scale was reapplied on the same group, Corrected their answers. Using the Pearson correlation coefficient between the two application scores, the stability coefficient (0.86) was a good indicator of the stability of respondents' answers to the cognitive judgment scale over time.

#### 2 - Alpha Cronbach equation for internal consistency

This equation gives the degree of quality of the paragraphs in the measurement of a specific noun. The Alpha Cronbach method divides the test into parts equal to the number of paragraphs. (34). To obtain consistency in this method, all the responses of the statistical analysis sample (400) were taken in response, and the stability coefficient of the scale was 0.81.

### Fifth: Statistical Means:

The researcher stat the results of the research:

A - Tit test for two independent samples.

B- Tit test for one sample.

C- Pearson correlation coefficient.

D-Alpha Kronbach coefficient for extraction of stability.

## CHAPTER FOUR: DISCUSSION OF THE RESULTS

### First: Introduction

The descriptive approach in the present study was based on its relevance to the research objectives and nature, which is one of the most widely used research methods,

Which is to extract the goal of the research, which provides: Identify the level of cognitive governance of university students exposed to traumatic pressure. The researchers applied the judgment perception measure to the sample of 400 individuals. The statistical mean of the scores of the research sample on the scale reached 21.32 and with a standard deviation of (4,762). When the significance of the difference between the mean and the mean mean reached (20) Using the T-test for one sample, showing that the difference was statistically significant at (0.05). The calculated T value (5,546) was greater than the table T value of (1.96) and the freedom degree (399) Indicates that the research sample is characterized by cognitive judgment and see Table (4) .

variable	Sample	SMA	S.D	average	t-value		0.05
					calculated	table	
Traumatic Stress	400	21.32	4.762	20	5.546	1.96	significant

Some decisions made by the individual are as complex and complex as the choice of study, profession or choice of life partner, Simple decisions such as clothing and food. All decisions require intellectual work and information processing, but to varying degrees.

As the students of the university have reached an advanced stage of science and cognitive perception .The researcher believes that his university students, who are subjected to shock pressure, are positive and not negative because they have not reached the level of turbulence.

#### Second: Conclusions:

The two researchers found that all the students according to this study have a cognitive judgment.

#### Third: Recommendations:

1. According to scientific, cultural and social scientific activities in the development of cognitive governance among students.

2. The extension units at Iraqi colleges and universities should diagnose students suffering from traumatic stress in order to develop guidance programs for the development of their cognitive governance.

3 - Development of, social and scientific institutions ,cultural activitiesand university to refine the personality of the university student and the development of the attribute.

4 - Benefit from the measure of cognitive judgment among university students for the purpose of diagnosing students who do not have that attribute .

#### Fourth: Proposals

1. Conduct a similar study on a sample of students in the preparatory stage.

2 - Building an orientation program to develop the concept of cognitive governance in this subject.

3. Conduct a study aimed at defining the relationship between the concept of cognitive governance and other variables .

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